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**DEVELOPING ACADEMIC COMMUNICATION SKILLS IN ENGLISH:
THE ROLE OF COLLABORATIVE WRITING AND PEER FEEDBACK**

**РОЗВИТОК АНГЛОМОВНИХ КОМУНІКАТИВНИХ НАВИЧОК
У НАУКОВОМУ СПІЛКУВАННІ: РОЛЬ КОЛАБОРАТИВНОГО
ПИСЬМА ТА ВЗАЄМНОГО ЗВОРОТНОГО ЗВ'ЯЗКУ**

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ABSTRACT

The article examines the role of collaborative writing and peer feedback in the development of academic communication skills in English. In higher education, academic writing plays a crucial role in students' ability to express ideas clearly, structure arguments effectively, and engage with scholarly discourse. However, many learners face challenges in meeting academic writing conventions, maintaining coherence, and critically

engaging with texts. To address these challenges, collaborative writing and peer feedback have gained attention as effective instructional approaches.

The study discusses how collaborative writing fosters engagement by encouraging students to negotiate meaning, refine their arguments, and co-construct knowledge. When students work together on writing tasks, they are exposed to diverse perspectives and alternative ways of expressing ideas, which helps them develop a more nuanced understanding of academic discourse. Additionally, peer feedback serves as a valuable tool for improving writing quality by providing students with opportunities to critically evaluate others' work and reflect on their own writing practices. Engaging in structured peer review allows students to identify strengths and weaknesses in academic texts, enhance their ability to revise effectively, and develop greater confidence in their writing.

The authors also address the practical implementation of these methods in academic settings. It highlights strategies for integrating collaborative writing and peer feedback into coursework, as well as potential challenges such as varying levels of student participation and the need for clear guidelines. The findings suggest that these approaches not only enhance students' academic writing skills but also contribute to their overall ability to engage with academic discourse more effectively.

Key words: *academic writing, English communication skills, collaborative writing, peer feedback, critical thinking, culture of academic communication.*

Introduction. In today's globalized academic environment, proficiency in English academic communication is essential for students and researchers. The ability to articulate ideas effectively in writing and speech is a crucial factor in academic success, particularly for non-native English speakers. Developing academic communication skills involves mastering various aspects of scholarly discourse, including clarity, coherence, argumentation, and adherence to academic conventions. However, many students, especially those studying English as a foreign language (EFL), face challenges in acquiring these skills due to limited exposure to authentic academic interactions and insufficient practice opportunities.

One effective approach to enhancing academic communication skills is the integration of collaborative writing and peer feedback in the learning process. Collaborative writing allows students to engage in meaningful interaction, negotiate meaning, and refine their writing through shared efforts. Peer feedback, in turn, provides an opportunity for critical evaluation and constructive revision, fostering a deeper understanding of academic conventions and improving overall writing quality. The effectiveness of these methods has been highlighted in various studies, which suggest that collaborative activities not only improve linguistic proficiency but also develop critical thinking and self-regulation in learners [7; 9]. Despite these benefits, the implementation of collaborative writing and peer feedback in EFL contexts is often met with challenges, such as students' reluctance to critique peers, variability in feedback quality, and difficulties in managing group dynamics [4; 6].

Given these considerations, this study aims to explore the role of collaborative writing and peer feedback in developing academic

communication skills in English. The objectives of the research are: (1) to analyze the impact of collaborative writing on students' academic writing proficiency; (2) to examine the effectiveness of peer feedback in improving writing quality and self-editing skills; and (3) to identify challenges and best practices in implementing these methods in EFL classrooms. By addressing these objectives, the study seeks to provide insights into effective strategies for fostering academic communication competence among EFL learners.

Research Methods. To achieve the research objectives, this study employs an analysis of scientific psychological, pedagogical, and methodological literature on the topic, synthesis and generalization of scientific findings, as well as the analysis of personal teaching experience. Additionally, pedagogical observation is used to assess the practical implications of collaborative writing and peer feedback in developing academic communication skills in English. These methods allow for a comprehensive understanding of the effectiveness of collaborative approaches in EFL instruction.

Results and Discussions. Collaborative writing has been recognized as a valuable pedagogical tool in academic settings. Research indicates that students engaged in collaborative writing develop stronger organization, coherence, and argumentation in their work [2]. For instance, a study involving university students participating in writing group meetings found that collaborative peer feedback helped build confidence in their skills, with participants learning significantly from reading others' work and providing feedback [3].

Additionally, collaborative writing fosters a sense of teamwork and responsibility, as students work together to construct meaning and refine their academic discourse. However, challenges such as disparities in student proficiency levels and varying levels of engagement persist.

Despite these advantages, implementing collaborative writing in EFL settings presents certain challenges, including differences in proficiency levels, potential conflicts among group members, and varying levels of engagement. To maximize the benefits of collaborative writing, we suggest providing clear guidelines, establish structured peer interaction protocols, and incorporate digital tools, such as Google Docs, Padlet (<https://padlet.com>), and Microsoft OneNote, to facilitate real-time feedback and co-construction of texts. Additionally, platforms like Miro (<https://miro.com>) and Trello (<https://trello.com>) can help manage group workflows and assign writing tasks efficiently, ensuring balanced participation among students.

Educators can also address challenges by implementing role-based collaboration strategies. For instance, one of the ideas we often use is a group writing task, when students are asked to write a mini-research proposal. Group members take on specific roles such as 'content developer', 'language

editor', or 'coherence checker', ensuring that all aspects of academic writing are covered. This approach not only improves the final written product but also teaches students essential teamwork and critical analysis skills. Furthermore, structured peer review sessions using tools like Peerceptiv (<https://peerceptiv.com>) or Turnitin Feedback Studio (<https://www.turnitin.com/products/feedback-studio/feedback-studio-k12>) can provide students with detailed rubrics and automated feedback, enhancing the quality and consistency of peer evaluations.

While collaborative writing encourages shared meaning-making and teamwork, peer feedback plays a critical role in developing students' writing skills by providing opportunities for critical engagement and self-reflection. Studies have demonstrated that peer feedback encourages students to engage with their work more critically and develop a better understanding of academic writing conventions. For example, research has shown that engaging students in peer feedback can help them revise documents and improve their writing skills [8].

One of the primary benefits of peer feedback is that it shifts students from passive recipients of instructor correction to active participants in the revision process. For example, when reviewing a peer's research summary, a student may recognize issues such as vague thesis statements, weak argumentation, or inconsistent citation use – errors they might overlook in their own writing. This recognition, in turn, makes them more attuned to similar issues when revising their own work. A practical classroom application of this concept involves peer review workshops, where students exchange drafts and use structured checklists to assess elements such as coherence, clarity, and argument development. Digital tools like Google Docs, and Microsoft OneNote allow students to leave comments and track revisions in real time, making feedback more interactive and immediate.

To enhance the effectiveness of collaborative writing and peer feedback, educators can integrate case-based learning and scenario-based writing tasks [1]. For instance, students can be assigned to draft a literature review or an argumentative essay based on a real-world academic controversy. This approach not only enhances engagement but also reinforces the application of academic writing conventions in a meaningful context. Additionally, integrating corpus analysis tools like COCA (<https://www.english-corpora.org/coca>) or AntConc (<https://www.laurenceanthony.net/software/antconc/>) allows students to analyze authentic academic texts and compare their writing with discipline-specific norms.

Furthermore, incorporating self-assessment alongside peer feedback can increase student accountability and engagement in the revision process. For instance, requiring students to submit a reflection on how they applied peer feedback and what they learned from the process can deepen their

metacognitive awareness of writing strengths and weaknesses. This structured self-reflection can be guided by a checklist or a rubric focusing on key writing elements such as argument coherence, evidence integration, and clarity.

The effectiveness of peer feedback largely depends on how it is structured and implemented. One alternative approach is the multi-stage peer review cycle, which ensures that feedback is progressively refined through multiple iterations. Instead of a single exchange of comments, students engage in a three-step process: (1) initial feedback round, where they provide general impressions and highlight major strengths and weaknesses; (2) targeted revision round, where they focus on specific aspects of writing such as thesis clarity, argument coherence, or evidence integration; and (3) final reflection, where they compare their original draft with the revised version and assess how peer feedback influenced their improvements.

For instance, in an argumentative essay assignment, students first exchange drafts and provide broad feedback on overall structure and argument development. After revising their work based on this input, they swap papers again, but this time, feedback is guided by a structured rubric focusing on language precision, citation accuracy, and logical progression. The final step requires students to write a short reflection explaining which peer comments they found most helpful and how they incorporated them into their revisions. This iterative process reinforces deeper engagement with writing, encourages critical thinking, and helps students internalize revision strategies more effectively.

Digital tools like Perusall (<https://www.perusall.com>) can enhance this approach by enabling students to leave time-stamped comments on specific sections of a document, facilitating a more interactive and focused feedback process. Additionally, incorporating teacher-moderated discussion forums, e.g. using Kialo platform (<https://www.kialo-edu.com>) where students discuss common feedback trends can help refine their evaluative skills and promote a more analytical approach to self-editing.

Despite its benefits, peer feedback has its limitations. Some students may lack confidence in assessing their peers' work or may struggle with providing constructive criticism. To address these concerns, training sessions on effective feedback strategies can significantly improve the quality and impact of peer review. For instance, a study analyzing the nature of peer feedback during a collaborative writing assignment found that the type of feedback and the timing of its provision significantly influenced the quality of collaborative writing [5].

Some students may be reluctant to critique their peers due to cultural or social dynamics, while others may struggle to provide meaningful feedback beyond surface-level grammar corrections [9]. To mitigate these

issues, educators can provide model feedback samples, emphasizing the importance of specific, actionable comments. For example, instead of vague feedback like 'This paragraph is unclear', students should be encouraged to write, 'Consider rephrasing the second sentence to clarify the connection between your argument and the supporting evidence'.

Additionally, anonymous peer feedback using platforms like Peerceptiv (<https://peerceptiv.com>) or Turnitin Feedback Studio (<https://www.turnitin.com/products/feedback-studio/feedback-studio-k12>) can reduce anxiety and encourage more honest evaluations. Encouraging students to reflect on the feedback they receive – by writing a short response discussing how they plan to revise their work – also reinforces self-editing skills and deepens the learning process.

By incorporating structured peer feedback into writing instruction, educators empower students to take control of their learning, enhance their ability to critically assess written work, and develop essential academic writing competencies.

Conclusions. Developing academic communication skills in English is a multifaceted process that benefits significantly from collaborative writing and peer feedback. These strategies foster an interactive learning environment where students actively engage with language, refine their writing through iterative revision, and develop critical thinking skills essential for academic success. Collaborative writing enhances learners' ability to structure arguments, incorporate diverse perspectives, and produce coherent texts, while peer feedback encourages reflection, self-regulation, and awareness of linguistic and rhetorical conventions.

By integrating these approaches into academic writing instruction, educators can create a more dynamic and supportive learning experience. Encouraging students to engage in structured peer review sessions and collaborative drafting processes not only improves linguistic accuracy and coherence but also cultivates essential soft skills such as teamwork, adaptability, and constructive criticism. As academic communication in English remains a crucial skill in global education and professional settings, fostering these collaborative practices can better prepare students for future academic and career challenges.

Further research could explore the long-term impact of collaborative writing and peer feedback on students' writing proficiency and confidence. Additionally, investigating the role of digital tools in enhancing these processes could provide insights into more effective implementation in online and hybrid learning environments.

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АНОТАЦІЯ

У статті розглядається роль колаборативного письма та надання взаємного зворотного зв'язку здобувачами у процесі розвитку навичок академічної комунікації англійською мовою. Під час здобуття вищої освіти академічне письмо відіграє ключову роль у формуванні здатності здобувачів чітко висловлювати ідеї, логічно структурувати аргументи та взаємодіяти з науковим дискурсом. Проте у багатьох студентів виникають труднощі з дотриманням стандартів академічного письма, зв'язною будовою тексту та критичним осмисленням матеріалу. З метою подолання вищезазначених викликів все більше і більше методистів звертають увагу на методи колаборативного письма та взаємного зворотного зв'язку.

Автори статті аналізують, як колаборативне письмо сприяє залученню студентів, допомагаючи їм узгоджувати думку, удосконалювати аргументацію та спільно створювати комунікативний продукт. Працюючи разом над письмовими завданнями, студенти вчаться враховувати різні точки зору та альтернативні способи висловлення думок, що сприяє глибшому розумінню академічного дискурсу. Взаємний зворотний зв'язок, у свою чергу, є ефективним інструментом для покращення якості писемного мовлення, оскільки надає здобувачам можливість критично оцінювати роботи одне одного та вдосконалювати власні комунікативні навички. Участь у структурованому рецензуванні допомагає студентам виявляти сильні та слабкі сторони текстів, вдосконалює їх навички редагування та підвищує впевненість у власній здатності продукувати тексти академічного характеру.

Окрему увагу в статті приділено практичному впровадженню зазначених методів в освітній процес. Розглядаються стратегії інтеграції колаборативного письма та взаємного зворотного зв'язку у традиційні навчальні вправи під час занять з англійської мови, а також можливі виклики, зокрема різний рівень залученості студентів і потреба у чітких критеріях оцінювання. Висновки свідчать, що ці підходи не лише покращують навички академічного письма, а й сприяють ефективнішій взаємодії студентів в академічному середовищі.

Ключові слова: академічне письмо, англomовні комунікативні навички, колаборативне письмо, взаємний зворотний зв'язок, критичне мислення, культура наукового мовлення.